DOCUMENT RESUME

ED 219 183 RC 013 482

AUTHOR	Lazarine, Dianne
TITLE	Citizen Me: An Experiential Curriculum for Citizenship Education. Level: Four.
INSTITUTION	Harris County Dept. of Education, Houston, Tex.
SPONS AGENCY	Texas Governor's Office, Austin. Criminal Justice Div.
PUB DATE	79
GRANT	JA-79-C03-5874
NOTE	50p.; For related documents, see RC 013 473-487.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Citizen Role; *Citizenship Education; Citizenship Responsibility; Curriculum Guides; *Decision Making Skills; Elementary Education; Fire Protection; Grade 4; Laws; Learning Activities; Power Structure; *Safety Education; *Social Studies; *Units of Study; *Vandalism
IDENTIFIERS	Citizen Me Project TX; *Shoplifting

ABSTRACT

Integrating concepts of basic citizenship education with community involvement, this experiential curriculum provides a means for developing decision making and critical thinking skills within the existing fourth grade social studies curriculum. The 11 lessons cover responsibility in the care of property, vandalism, precaution against vandalism, authority, law, citizenship and individuals as lawmakers and law followers. The lessons aim to teach students about: fire safety for conservation of life and property, the use of rational decision making, the elements of arson, the difference between public and private property, vandalism and its prevention, shoplifting, what a law is and who it affects, the meaning of and the necessity for authority, who is in authority at school and their duties, what goes into being a good citizen, and the meaning of citizenship in its various aspects. Each lesson includes a purpose statement, concepts to be learned, time and materials needed, student objectives, suggested activities, and evaluation criteria. Among the suggested activities are discussion questions, vocabulary exercises, word puzzles, opinion questionnaires, short stories, mathematics exercises, writing exercises, and true-false questions. (NQA)

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CITIZEN ME

An Experiential Curriculum

for

Citizenship Education

Level Four

Dianne Lazarine

Harris County Department of Education
Office of County School Superintendent
George M. Crowson, Superintendent
1979

This curriculum was prepared as the result of funding from the Office of the Governor Criminal Justice Division (Grant N. JA-79-C03-5874) Austin, Texas in cooperation with the Harris County Department of Education.
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RATIONALE

CITIZEN ME

A broad goal of this project is the development of a curriculum integrating concepts of basic citizenship education with community involvement. The content and processes include such strategies as case studies, general information regarding the law, brainstorming, questioning for critical thought, decision making and valuing. This experiential curriculum provides a means of implementing the present social studies requirements that decision making and critical thinking skills be developed within the existing social studies curriculum. Additionally, an understanding of rights, liberties, and obligations of citizens; the development of outcomes identified in crime and drug education; understandings of the free enterprise system; and the application of values that lead to skill in human relationships and effective citizenship are contained in the broad scope of the project, grades K-8.

STUDENT OUTCOMES

Students should be able to:

1. Understand and demonstrate the basic elements of responsible citizenship.
2. Explain the importance of rules, leaders, and laws.
3. Develop and use criteria for voting based on desired leadership qualities.
4. Demonstrate responsibility in relation to following rules and/or laws.
5. Define crime in their own terms and give examples.
6. Describe responsibilities for crime prevention. (i.e., locking doors in cars, home; not talking to strangers or accepting rides from strangers; not leaving lunch money around; locking bicycles, putting names on personal items.)
7. Relate their understanding of crime to that of responsible citizenship.
8. Comprehend the realities of consequences of breaking rules and of criminal or delinquent behavior.
9. Demonstrate an understanding of local problems by becoming involved in the community.
10. Value the worth and dignity of self and others.
11. Display a positive attitude or respect toward their country and participation in the American political system.
12. Use models for rational decision making.

    Gather facts to aid in making difficult decisions involving conflict.

    Clarify alternative choices and consequences in decisions to be made.
13. Use the skills of:
    A. Locating and organizing information.
    B. Drawing inferences and tentative conclusions from data.
    C. Formulating and applying generalizations to new situations.

Lesson One

FIRE SAFETY

Purpose: Students will develop an understanding of fire safety for conservation of life and property, and students will demonstrate the use of rational decision making.

Concept: Responsibility in the care of property.

Time: 40 Minutes

Materials: The Grass Fire story
Sentence strips
Always-Sometimes-Never Worksheet

For Enrichment: Vocabulary List
Fire Safety Word Puzzle and Key

Objectives:

1. By reacting to a given situation, the students will demonstrate a respect for the rights of others and a responsibility where fire is concerned.
2. The students will recall information and vocabulary concerning fire safety.

Activities:

1. Read the story "The Grass Fire." Discuss with the students by asking some of the following questions:
   a. What happened in this story?
   b. What might have caused the grass fire? (Possible responses: dryness, cigarette, match, carelessness, fireworks.)
   c. What did Mike do?
   d. What are some things he could have done? (List alternatives.)
   e. What could have happened if he did some of these things? (List consequences.)
   f. What would your reaction have been?
   g. What was MIke's responsibility to himself? To others? To the shed?
   h. Do you think the shed could have been saved? How?
   i. What do you think Mike should have done?
2. Brainstorm to develop a list of fire safety rules as a review. Include those they learned before they were of school age as well as those learned recently.
3. From the list of rules that were discussed while brainstorming, separate words to develop a list of vocabulary words for fire safety. (Try to include some of the words on the attached vocabulary sheet.)

Evaluation:

1. Students will develop a fire safety slogan appropriate for a bumper sticker. Each student will use a sentence strip 4" x 18 on which to write and decorate their slogan. Adding machine tape could also be used.
2. Always - Sometimes - Never sheet

Enrichment:

1. Draw a mural showing fire as man's friend and his enemy.
2. A vocabulary exercise over some words on the attached sheet. (Word scramble, vocabulary "bee," etc.)
3. Use the word search puzzle.

THE GRASS FIRE

It was a sunny July 4th with plenty of fireworks popping and sparkling. Mike and his friends had a private shed where the fellas met almost every Saturday afternoon. The shed was an abandoned wooden frame shelter where animals had lived. The fellas had spent a lot of time cleaning it up and getting it ready to use as a club house. Mike headed down to the shed to meet his friends. As he approached, he noticed a grass fire spreading like wild. It was heading quickly toward the shed. Mike suddenly remembered the stack of old newspapers and rags they had been saving in the shed. The newspapers were for a paper drive, and all the old rags were used for washing and cleaning cars. Any money they could make was going to be used to paint and decorate the shed. Mike started for home to get help and then remembered another item in the shed. It was a can of turpentine that his Dad had given him to clean the paintbrushes when they started to paint. Mike quickly ran to get the turpentine, but the fire was too close for him to reach the shed safely. Mike didn't know what to do.

POSSIBLE VOCABULARY WORDS

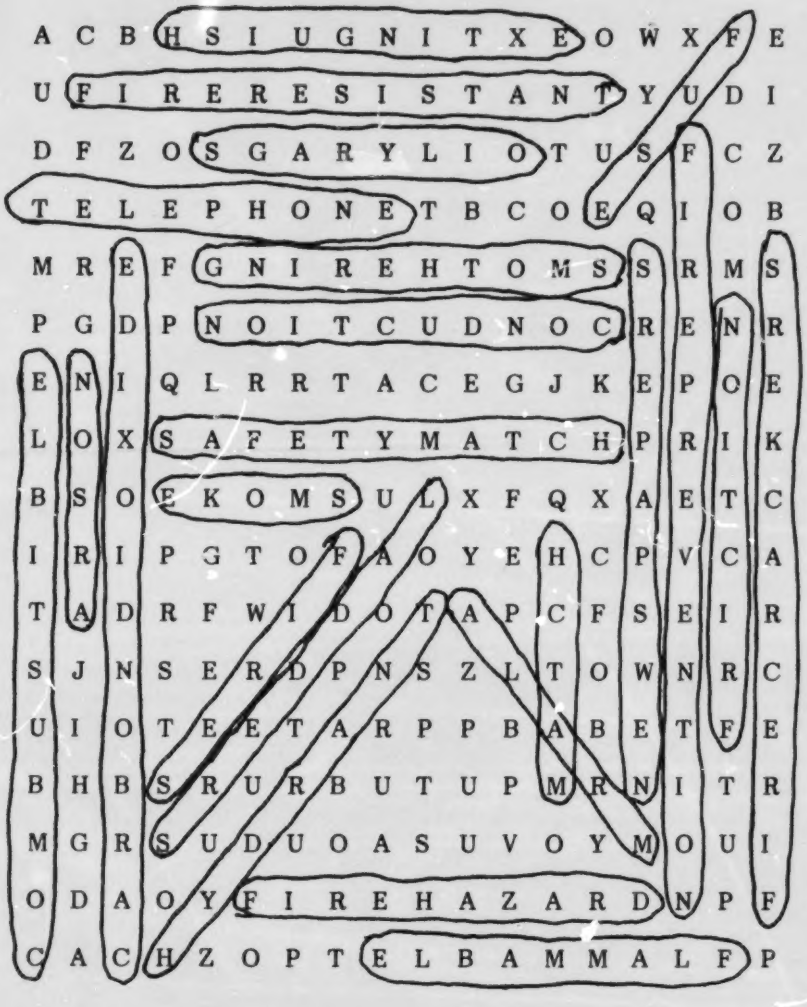
Arson:	Willful or malicious destruction of property by fire.
Carbon dioxide:	Heavy, odorless gas, CO_2, used to extinguish flame.
Carbon monoxide:	Poisonous, colorless, odorless, gas, CO, formed by incomplete combustion of fuels, one of which might be essentially pure carbon, such as hard coal or coke.
Combustible, flammable:	Capable of burning under ordinary conditions.
Conduction:	Transmission of heat by direct contact.
Extinguish:	To quench or put out flames.
Fire hazard:	Condition likely to start a fire or cause fire to spread rapidly.
Fire prevention:	Activities or measures which aim at preventing fires.
Fire resistant:	Material or assembly of materials which will resist attack by fire, such as brick or concrete.
Friction:	Rubbing of one thing against another, producing heat, and sometimes an electric spark; may produce fire.
Fuse:	Easily melted metal (or link) inserted in electric circuits as safety precaution.
Hydrant:	Discharge pipe connected with water main for use in case of fire.
Safety match:	Match ignited only by striking on matchbox cover.
Smothering:	Cutting off source of air. Common smothering agents for fires include: foam, carbon dioxide, vaporizing liquid, and sand.

FIRE SAFETY WORD PUZZLE

A C B H S I U G N I T X E O W X F E
U F I R E R E S I S T A N T Y U D I
D F Z O S G A R Y L I O T U S F C Z
T E L E P H O N E T B C O E Q I O B
M R E F G N I R E H T O M S S R M S
P G D P N O I T C U D N O C R E N R
E N I Q L R R T A C E G J K E P O E
L O X S A F E T Y M A T C H P R I K
B S O E K O M S U L X F Q X A E T C
I R I P G T O F A O Y E H C P V C A
T A D R F W I D O T A P C F S E I R
S J N S E R D P N S Z L T O W N R C
U I O T E E T A R P P B A B E T F E
B H B S R U R B U T U P M R N I T R
M G R S U D U O A S U V O Y M O U I
O D A O Y F I R E H A Z A R D N P F
C A C H Z O P T E L B A M M A L F P

extinguish
fireresistant
safety match
smoke
firecrackers
fricton
alarm
fires
arson
hydrant
conduction
oily rags
smothering
fire hazard
flammable
fuse
match
carbon dixoide
combustible
ladders
telephone
newspaper

KEY TO FIRE SAFETY WORD PUZZLE


A C B H S I U G N I T X E O W X F E
U F I R E R E S I S T A N T Y U D I
D F Z O S G A R Y L I O T U S F C Z
T E L E P H O N E T B C O E Q I O B
M R E F G N I R E H T O M S S R M S
P G D P N O I T C U D N O C R E N R
E N I Q L R R T A C E G J K E P O E
L O X S A F E T Y M A T C H P R I K
B S O E K O M S U L X F Q X A E T C
I R I P G T O F A O Y E H C P V C A
T A D R F W I D O T A P C F S E I R
S J N S E R D P N S Z L T O W N R C
U I O T E E T A R P P B A B E T F E
B H B S R U R B U T U P M R N I T R
M G R S U D U O A S U V O Y M O U I
O D A O Y F I R E H A Z A R D N P F
C A C H Z O P T E L B A M M A L F P

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ALWAYS - SOMETIMES - NEVER

Directions: Check the correct word to make the sentences true for you.

		Always	Sometimes	Never	
1.	I				leave lights on when leaving a room.
2.	I				turn out the light when leaving a room.
3.	I				play with lit matches.
4.	I				remember fire drill rules at school.
5.	I				remember fire drill rules at home.
6.	I				start trash fires.
7.	I				leave a fire unattended.
8.	I				turn off appliances with damp or wet hands.
9.	I				use gasoline as a cleaning agent.
10.	I				plug more than one appliance in an outlet at a time.
11.	I				burn leaves in dry weather.
12.	I				follow fire trucks to a fire.
13.	I				locate exits in an unfamiliar place so I know how to get out.
14.	I				keep matches away from small children.
15.	I				keep clothes away from any kind of fire.
16.	I				burn trash in metal containers.
17.	I				make sure matches are out and broken before throwing them away.
18.	I				know the location of a fire alarm box nearest my home.
19.	I				know how to properly turn in a fire alarm.

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		Always	Sometimes	Never	
20.	I				remember the fire department telephone number.
21.	I				start unnecessary fires.
22.	I				take lit matches or candles into a closet or attic.
23.	I				play with fireworks.
24.	I				know how to put out a campfire.
25.	I				remember to store oily rags in a safe place.
16.	I				remind others of fire hazards.

Lesson Two

ARSON

Purpose: Students will learn to recognize the elements of arson

Concept: Responsibility in the Care of Property

Time: 40 Minutes

Materials: Fact and opinion sheet
Math Code Fun Sheet

Objectives:

1. The students will discuss the 4 elements in arson.
2. The students will apply their knowledge of arson to make judgments concerning a specific situation.

Activities:

1. Review with the students the many different kinds of fires. (i.e., grass fires, burning leaves, old shacks, firecrackers.) Tell the students that this lesson is about arson.
2. Ask the students to try to define arson. Lead them to realize that there are 4 elements necessary to consider in determining the crime of arson.
   a. an explosion or fire is started
   b. without consent of owner
   c. with intent to destroy or damage
   d. to a building or habitat
3. Allow the students to bring to mind and discuss any fires they have seen or read about that might have been arson. Always apply the 4 elements of arson. Discuss how #c (with intent to destroy or damage) is where the difficulty lies in determining arson since intent is hard to prove.
4. Read the following story to the class. Have them listen for the elements of arson. Then discuss the story questions.

STORY:

Cruising along the highway, a driver rolled down the car window and flicked out a live cigarette butt. He traveled on without concern about what he had just done.

The small cigarette butt started a fire in a roadside ditch which gradually crossed into a pasture, slowly creeping its way among dry, brittle weeds. It had gone completely out of control before anyone noticed the fire. Several hundred acres of forest were consequently destroyed.

Besides land, livestock and haystacks were engulfed by the flames. It took firefighters several days to bring the outrage under control.

a. Was it wrong to throw the cigarette out the car window? Why do you think it was? That it wasn't?

b. Which elements of arson were present? (Be sure to bring out that intent is not present and that it is very difficult to decide when intent is present.)

c. Is it likely that this particular public offender will be arrested?

d. What is the penalty for this action? (if any)

e. What do you think should happen to this driver?

Evaluation: Share the newspaper clipping, "Fire Blamed on Young Girl's Cigarette," with the class.

Discuss the article:

a. What happend in this article?

b. Which of the four elements of arson are present in this situation?

c. Why did the arson investigator rule that the fire was an accident and not arson?

d. What do you think could happen to the girl?

e. What do you think should happen in this case?

Enrichment: Math Code Sheet
Fact and Opinion Sheet

Fire blamed on young girl's cigarette

A burning cigarette, thrown from an apartment window onto a wood shingle roof by an 11-year-old girl, ignited the Saturday blaze at the Trafalgar West Apartments which left 70 families homeless and caused over $10 million in damages, arson investigators said Tuesday.

Pat Duckett, the assistant chief arson investigator, said the fire was ruled an accident and no charges will be filed.

He said the girl, who lives with her mother in a third-floor apartment in the 2700 block of Briarhurst, admitted in a written statement that she threw the cigarette out a window onto a lower apartment roof because she was afraid her mother might catch her smoking.

Duckett said the cigarette started a fire which spread quickly across the roofs of other apartments in winds exceeding 20 mph.

The fire, which was reported at 4:31 p.m. Saturday, went to four alarms. Firefighters worked almost three hours to control the blaze, officials said.

The resulting damage "looked like a bomb had been dropped in the middle of the apartments," Duckett said.

MATH CODE FUN

Solve the problems first, then decode the message by putting the letter which corresponds to the number in the message.

A = 15 - 8	H = 8 x 2	O = 49 - 24	V = 13 + 16
B = 8 x 3	I = 49 - 31	P = 23 + 39	W = 16 ÷ 4
C = 10 - 8	J = 11 x 8	Q = 2 x 9	X = 12 x 10
D = 2 x 7	K = 51 + 38	R = 44 + 87	Y = 9 x 3
E = 99 - 77	L = 7 x 5	S = 99 - 63	Z = 48 ÷ 6
F = 7 x 6	M = 100 - 39	T = 12 + 29	, = 19 x 8
G = 35 + 48	N = 47 x 2	U = 32 x 3	. = 3 x 11
			? = 100 - 33

MESSAGE

42 18 131 22 / 2 7 94 / 24 22 / 24 25 41 16 /

16 22 35 62 42 96 35 / 7 94 14 /

16 7 131 61 42 96 35 / 33

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TELL WHETHER THESE ARE FACTS OR OPINIONS

Here is the difference between fact and an opinion.

A fact is true and you can prove it.

An opinion is expressed by the person who believes it - it may or may not be absolutely true!

Tell whether these are fact or opinion:

1. Arson is a crime. _____
2. Intent to destroy or damage by fire is arson. _____
3. You must understand arson is a crime. _____
4. Arson can be dangerous. _____
5. The police department can answer many questions relating to starting fires. _____
6. All fires are arson. _____
7. It is easy to determine when arson is evident in a fire. _____
8. Arson is destructive. _____
9. Investigators are assigned to arson crimes. _____
10. Reckless burning or destruction is not necessarily arson. _____

Now try writing some facts and opinions of your own. Tell what each one is.

1.

2.

3.

4.

5.

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TELL WHETHER THESE ARE FACTS OR OPINIONS

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A fact is true and you can prove it.

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Tell whether these are fact or opinion:

1.	Arson is a crime.	Fact
2.	Intent to destroy or damage by fire is arson.	Fact
3.	You must understand arson is a crime.	Opinion
4.	Arson can be dangerous.	Fact
5.	The police department can answer many questions relating to starting fires.	Fact
6.	All fires are arson.	Opinion
7.	It is easy to determine when arson is evident in a fire.	Opinion
8.	Arson is destructive.	Fact
9.	Investigators are assigned to arson crimes.	Fact
10.	Reckless burning or destruction is not necessarily arson.	Fact

Now try writing some facts and opinions of your own. Tell what each one is. (Remind the students that words like must and should are used in opinions.)

1.

2.

3.

4.

5.

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TEACHER INFORMATION SHEET

ARSON

What is arson?

These are the four basic elements in order to have the crime of arson:

1. Starts fire or explosion
2. Without consent of owner
3. With intent to destroy or damage
4. To a building or habitation

Criminal mischief - ex: auto, personal effects - goes by amount of dollars.

Class C misdemeanor - less than $5.00
Class B misdemeanor - at least $5.00 but less than $20.00
Class A misdemeanor - $20.00 but less than $200.00

Felony 3rd degree - $200.00 loss - less $2,000.00
Felony 2nd degree - excess of $10,000.00

Penalties:

Misdemeanor

Class C - fine not to exceed $200.00
Class B - fine not over $1,000 and/or 180 or less days in jail
Class A - fine not to exceed $2,000.00 or one year in jail.

Felony

3rd degree - 2-10 years (time probated), up to $5,000 fine
2nd degree - 2-20 years, up to $10,000
1st degree - life or 5 to 99 years

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Lesson Three

VANDALISM

Purpose: The students will recognize the difference between public and private property.

Concept: Vandalism

Time: 60 Minutes

Materials: Chalkboard or butcher paper
3 sentence strips

Objectives:

1. The students will be able to define vandal, vandalism, and crime.
2. The students will describe the relationships between vandal, vandalism, and crime.
3. The students will differentiate between public and private property.
4. The students will learn that taxpayers and individual property owners must pay for needless destruction of property.

Activities:

1. Before class have 3 students find the definition of vandal, vandalism and crime. Give them a sentence strip or strip of adding machine tape to write on. Put the word on one side and the definition on the other side.
2. Introduce the three words (vandal, vandalism, crime) by having each of the 3 students hold up their word strip and read the definition to the class.
3. Discuss the relationship of the 3 words to each other. The following questions may be used to stimulate a class discussion about these relationships.
   a. What relationship do you see between a vandal and vandalism?
   b. What relationship do you see between vandalism and crime?
   c. Who is responsible for vandalism?
   d. What signs of vandalism have you noticed lately?
   e. Would you cross through a yard for a short cut? Why or why not?
   f. Would you play in an abandoned house? Why or why not? What kind of things could happen if you did?
   g. How do you feel about marked restroom walls? Would you write on a restroom wall if given the opportunity? Why or why not?
   h. What are some ways you personally can control vandalism?

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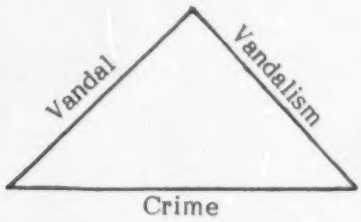
4. Tape the 3 word strips to the board making a triangle to illustrate that the 3 words do show a relationship.



5. Using a piece of butcher paper or a chalkboard, write all the places where the students have seen vandalism.
6. Ask the students to try to find some similarities in the listed words. i.e, Which of these could we put together because they are alike? What do they have in common?
7. Lead the children to make 2 groups labeled Public Property and Private Property.
8. After discussing the similarities and differences of public and private property, decide on a class definition for each. Possible ideas for definitions:
   a. Public property belongs to all, and taxpayers share in the expense and upkeep.
   b. Private property belongs to an individual and he is responsible for the expense and upkeep.
9. End the discussion with emphasis on these ideas:
   a. We all pay for vandalism of public property.
   b. Property values decline when vandalism occurs often.
   c. Private citizens must pay for damage to their own property.
   d. Time and money is spent on repairs.
   e. Individual property sales decline if vandalism occurs often in a community.

Evaluation: Using some ideas that were discussed in class, list some ways that you personally can control vandalism.

Enrichment: Give students old magazines and have them find an example of one item which could be both public and private property. After locating the pictures they could cut them and mount them on paper for use on a bulletin board or a possible art project.

Possible pictures:

1. A fence in a park or a fence in a yard.
2. A porchlight and a streetlight.

Lesson Four

VANDALISM

Purpose: The students will recognize the act of vandalism and demonstrate through discussion how the act could have been prevented.

Concept: Precaution against vandalism.

Time: 40-50 Minutes

Objectives:

1. The students will view pictures/cartoons to recognize acts of vandalism.
2. The students will discuss the relationship of law to vandalism.

Activities:

1. Distribute the pictures or make transparencies to show. Ask the students what they see in them. What kinds of vandalism do you see in the pictures?
2. Emphasizing the idea that each act involves law and lawmaking, use the following questions for discussion of each picture. Try to bring out the idea of prevention in each instance.

Picture #1 - Broken window of new house not occupied.

a. What law is being disobeyed if the window was broken by an individual? (Trespassing on private property)

b. What could the broken window lead to? (Further destruction of the house by individuals, animals or weather)

c. How could this have been prevented? Whose responsibility is it?

Picture #2 - Air out of bike tires.

What problem arises when the air is out of the tires? (Perhaps can't get home, bike was borrowed, bike accident if attempted to ride bike)

Picture #3 - Writing on walls

a. What damage occurred? (Destruction of paint and property, soiling clothes if touched by lipstick or wet paint)

b. What could happen if a person is caught writing on walls? (Law requires a fine or repainting of wall depending on situation)

Picture #4 - Broken locks on door and gate.

a. What can happen when locks are broken? (Further damage and illegal entry)

b. What can happen to one if caught doing damage to property? (Fine and arrest)

3. After discussion of the pictures (or transparencies) ask:

   a. How do you feel when you see such things happening?

   b. What can you do to prevent some kinds of vandalism?

   c. Whose responsibility is it to stop vandalism at school, ...in the community?

Evaluation: Have the students think of a caption or descriptive title for each picture.

Enrichment: Draw a mural corresponding to each pictured incident, showing improvement of the situation.

#1

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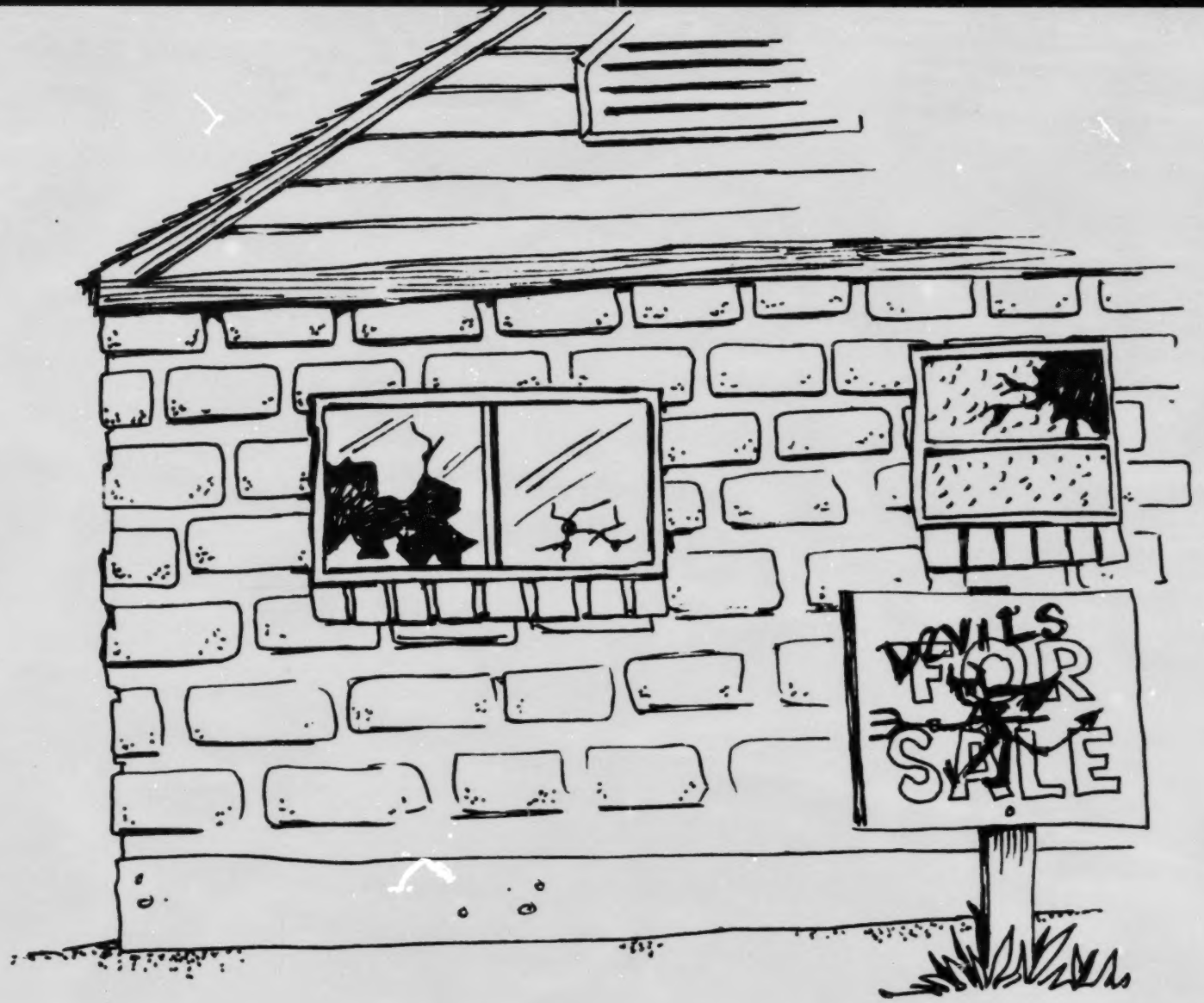

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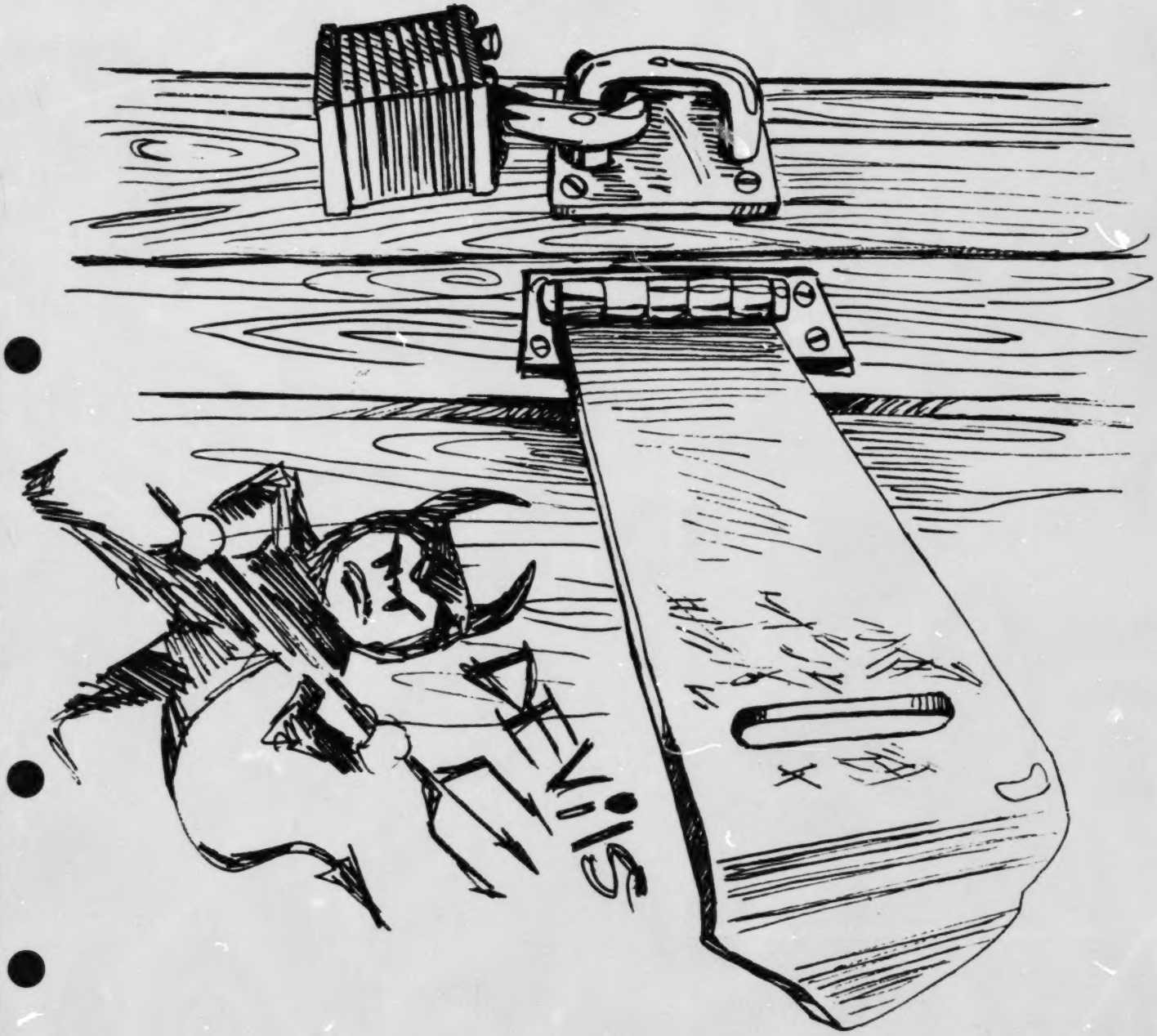

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Lesson Five

SHOPLIFTING

Purpose: Students will develop an understanding of what shoplifting is and that it is unlawful.

Concept: Responsibility in the care of property.

Time: 45 Minutes

Materials: Copy of story "What Should They Do?"

Objectives:

1. The students will relate what they know about shoplifting.
2. The students will make a decision concerning shoplifting.

Activities:

1. The teacher will begin a discussion by asking the following questions:
   a. What is shoplifting?
   b. Is shoplifting the same as stealing? Is it therefore unlawful?
   c. What are some of the consequences of shoplifting?
   d. Who pays for shoplifting?
2. The teacher will read orally the story, "What Should They Do?"
3. Divide the class into several small groups and have students discuss the question, "What Should They Do?" Each group should have a leader or recorder.
4. Group leaders will relate their group decisions to the class. They will also share any ideas that were helpful in making their decision.

   For further discussion:

   How did you arrive at that decision?

   What things did your group consider in making your decision?

   What makes your decision the best one for your group?

Evaluation: Students will write replies to a "Dear Abby" letter from a boy or girl who wrote to Abby about his/her younger brother/sister being in trouble for shoplifting.

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WHAT SHOULD THEY DO?

Ricky and Tim were on their way home from school when they decided to stop by the neighborhood Record Shop. As they were looking over the new shipment of records and tapes, their friend Henry walked in and joined them.

"What are you up to?" asked Tim.

"Oh," said Henry, "I've been wanting to get that new tape I told you about, but still haven't saved enough money. I think I'll just take it - Mr. Stevens will never know the difference!"

"No, Henry, you can't take it without paying," protested Ricky.

"Don't be a square," said Henry. "He'll never miss one old tape."

With this remark, Henry stuffed the tape into his coat pocket, and headed toward the side door. Ricky and Tim stood looking at each other in amazement! What should they do?

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Lesson Six

WHAT IS LAW?

Purpose: Students will learn what a law is and who it affects.

Concept: Authority

Time: 40-60 Minutes

Materials: Chalkboard or butcher paper

Objectives:

1. The students will be able to define laws as rules set up by a government to be followed by all the people in its authority or rules established by an authority.
2. The students will learn that laws affect many people.

Activities:

1. Ask students, "What are some laws that you and/or your parents follow?" (List on the board or butcher paper.) Possible responses:
   a. Set speed limits
   b. Required school attendance under age 16
   c. Require people to be a certain age to drive a car
2. Ask the students to look again at the laws listed on the board. Who do these laws affect? (Many people, few people, adults, children) How do these affect us? (Consider several, one at a time.) What could happen if some of these laws weren't followed? How are we proteced by laws?
3. Discuss: What would our lives be like without laws or rules?
4. Divide students into small groups. "Pretend that you are writing a dictionary. You have come to the word, 'law'. From looking at the list, how could we define a law?" Give students 5-10 minutes to write a definition in their groups.
5. Regroup the class and try to come up with a definition of what law is. Then have a student read the definition of law from a dictionary. Example: (Rules set up by a government to be followed by all the people within its authority.) Write the class definition and post it in the room.

Evaluation: As a class, try to think of one law they might try to get changed in our national government, city or community. (This could be used more locally if the students show a concern for a law that affects them more closely.) How would they go about trying to get this law changed?

Enrichment: Use story starter:

What would happen if there were no laws in the world?

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Lesson Seven

LAW AND ITS PURPOSE

Purpose: Students will learn that each law has a specific purpose which provides for the protection of our own rights and makes it possible for us to live together.

Concept: Law

Time: 40-60 Minutes

Materials: None

Objectives:

1. The students will debate either for or against a specific law.
2. The students will discuss the purposes for laws.

Activities:

1. Have the students select one rule that they know at school and decide on reasons that rule is necessary. i.e., Rule: No pushing in the hall — Reasons: Someone might get hurt; might break something.
2. Divide the class into 3 teams. Label one team the "PROS," one the "CONS," and one the "NEUTRALS." Let the class choose one rule that was contributed in Activity 1. Allow each team 5 to 10 minutes to brainstorm and think of all the reasons for or against the rule (depending on which team they are a part of). The NEUTRAL team should try to think of all the ways the rule affects them. At the end of the discussion time allow the NEUTRALS to be a panel of judges who listen to the PROS and CONS. One way to lead the debate might be to let one member from each team give one comment and then rotate through each team allowing each member to participate. At the end of the debate the NEUTRALS will make a decision, using their list of how the rule affects them plus the information from the PROS and CONS.

   Discuss ways the law works for their protection. If students did not bring these ideas out, include them in the summary:

   a. Protects the general welfare of all (i.e., speed limits, liquor laws)
   b. Helps to settle disputes (i.e., property registration, car registration)
   c. Upholds safety standards (i.e., traffic rules)
   d. Maintains health standards (i.e., school immunizations, passports)
   e. Protects individual rights (i.e., freedom of speech, laws against stealing)

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Evaluation: Make a class "PRO - CON" bulletin board displaying their ideas on a specific law or rule. Put the PRO ideas on a different colored paper than the CON ideas. Try to include an idea from each student to display.

Lesson Eight

NECESSITY FOR AND UNDERSTANDING OF AUTHORITY

Purpose: The students will learn the meaning of and the necessity for authority.

Concept: Authority

Time: 40-60 Minutes

Materials: Paper and pen or pencil

Objectives:

1. The students will be able to define authority.
2. The students will discuss the need for authority as it applies to specific situations.

Activities:

1. One definition of authority is: an accepted source of expert information or advice. Either with this definition or another suitable one, scramble the words into a nonsense phrase and write it on the chalkboard. (Example: information source on accepted or of expert advice.) Allow the students several minutes to try to arrive at a definition and discuss what it means. Try to emphasize the words accepted and expert so the students realize that authority is a high level of power or influence.
2. Ask the students to decide on the most important authority in their lives and write it down on a piece of paper and make a list on the board from the authorities listed on each paper. (Most of the students will probably list their parents or teachers.)

   Discuss:

   "How do these authorities affect our lives?" i.e., They tell me to clean my room; or they tell me what time to come home.") Accept any contributions the students make. How do other authorities affect us? -- school authorities, for instance?

Evaluation: To summarize the activities, have each student write a short paragraph explaining what authority is and why it is necessary.

Enrichment: The paragraphs could be read aloud or mounted on a bulletin board.

Lesson Nine

AUTHORITY AT SCHOOL

Purpose: Students will learn who is in authority at school and the duties of each.

Concept: Authority

Time: 40-60 Minutes

Materials: School Authorities Puzzle
Job Description Worksheet

Objectives:

1. The students will name those at school whom they know to be in authority.
2. The students will examine the duties of each authority at school.
3. The students will learn that school authorities work together with overlapping/coinciding duties.

Activities:

1. Distribute the puzzle "School Authorities" and instruct the students to unscramble the letters to find the title of those people in authority at school.
2. Divide the class into 8 groups assigning each group one of the titles from the puzzle page. Give the groups 5-10 minutes to list some of the duties and responsibilities of their assigned authority. (A school handbook or schoolboard policy might be available to help get some ideas.)
3. Regroup the class and have each group leader share their list of duties by writing them on the board under their title. e.g., Principal — discipline, conference with parents, etc.
4. Using the lists on the board discuss with the class each authority. What duties do some of these people have in common? What duties are not shared with another person? How do these people seem to work together?
5. Ask: What responsibility do you have to these authority figures?

Evaluation: Distribute the skill sheet "Job Description." Have the students complete it individually.

Enrichment: Have the students select one authority at school and rename the position or think of a different title. i.e., Nurse - Mender, Safety Patrol - Corner Crosser.

Use the fun sheet "Who are the Authorities?"

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SCHOOL AUTHORITIES

PUZZLE

1. E U N S R _____

2. N R A A I I B L R _____

3. H R E E C T A _____

4. U B S V R R E D I _____

5. T T S S S A A I N
   I I A N R P P C L _____

6. R S C L O O N U E _____

7. C L I I A N R P P _____

8. T A E Y F S L T P O A R _____

CUT OFF KEY BEFORE DUPLICATING PUZZLE

Key:

1. nurse 2. librarian 3. teacher 4. bus driver
5. assistant principal 6. counselor 7. principal
8. safety patrol

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"JOB DESCRIPTIONS"

SCHOOL AUTHORITY WORKSHEET

Put in 1, 2, 3 order of the best qualified authority.

1. Johnny hurts himself playing baseball during a P.E. class. Who is in authority here?

   P.E. teacher nurse fellow teammate.

2. Sally is in a hurry to get home at 3:00 p.m. She starts running across an intersection. A safety patrol student is at the corner motioning to her to wait because a car is approaching the crosswalk. Who is in authority?

   the motorist the safety patrol person Sally

3. An injured student is brought into the nurse's office. The nurse is away. Who is in authority?

   the teacher the secretary the janitor

4. Mrs. Carson, a fifth grade teacher, suddenly becomes ill and goes home. Who is in authority to call a substitute?

   vice principal principal nurse

5. Bill falls off the slide and breaks his wrist. He is taken to the nurse's office immediately. Who is in authority?

   teacher nurse principal

6. Two boys get into a fight in a classroom. The principal is away. The teacher takes the students to the office for disciplining. Who is in charge?

   principal secretary teacher

7. Mr. Robinson has 3 students who are fussing over passing out papers. Who is in authority?

   teacher students principal

8. Mrs. Bell, the math teacher, notices that Susan has trouble seeing the board. She decides her eyes need checking. Who is in authority?

   secretary nurse vice principal

9. An angry parent phones the school complaining that her daughter has been mistreated by her teacher. Who is in authority?

   vice principal nurse principal

10. An unidentified person phones your school to report that a bomb is in the building. Who is in authority here?

    secretary principal teachers

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WHO ARE THE AUTHORITIES AT SCHOOL?

Add and subtract the letters to find school authorities.

1. SPORT (-) SOT (+) SINCE (-) SE (+) LIT (-) LT (+) PAL =

2. STEAM (-) SM (+) SCHOOL (-) SOOL (+) EAR (-) A (+) S =

3. CHOW (-) HW (+) SUN (-) S (+) ROSE (-) RO (+) LORE (-) E =

4. SAT (-) T (+) FEET (-) E (+) YAP (-) A (+) ATE (-) E (+) ROLL (-) L =

5. ABOUT (-) AOT (+) SEED (-) EE (+) RING (-) NG (+) OVER (-) O (+) S =

CUT OFF KEY BEFORE DUPLICATING

Key

1. Principal
2. Teachers
3. Counselor
4. Safety Patrol
5. Bus drivers

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Lesson Ten

GOOD CITIZEN

Purpose: The students will develop an objective view and personal idea of what goes into being a good citizen.

Concept: My Part as a Lawmaker and Law Follower

Time: 30-40 Minutes

Materials: "Citizen Actions" Sheet

Objectives:

1. The students will orally define what it means to be a good citizen.
2. The students will choose acceptable citizenship behavior in given situations.
3. The students will discuss how citizenship behavior could be improved with given situations.

Activities:

1. A group discussion of citizenship may be led through questions in order to get responses from the students of what being a citizen means to them.
   a. What are some duties or responsibilities of a good citizen? Examples: obey laws, respect property and authority, follow designated signs and regulations, respect for others.
   b. What responsibility do students have in exhibiting good citizenship? Examples: an example to younger children, exhibit good citizenship to own peers.
   c. How can they help others to be good citizens? Examples: when others aren't doing the right thing at the right time, they try to help correct it by observing the laws and regulations and by respecting others and property.
2. Distribute the "Citizen Actions" sheet. These actions are given situations where the students will make the decision of acceptable (yes) and unacceptable (no) citizenship behavior. Allow some time for each student to complete a sheet.
3. Using the preceeding "Citizen Actions" sheet, discuss the situations where good citizenship was not practiced, and decide on ways to improve each situation.

Evaluation: Create a campaign encouraging good citizenship using either posters to be displayed, buttons to be worn by the individuals or pamphlets that could be run-off and distributed throughout school. (All should state in some way the importance of citizenship.)

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Example:

Button

Poster

Help others
Be considerate
Follow the law
Be a Nifty Citizen
The Law is A.O.K.
Respect

CITIZEN ACTIONS

Acceptable behavior ( ) yes
Unacceptable behavior ( ) no

1. Good citizens quickly step on the car accelerator when the light turns yellow.

   Yes ( ) No ( )

2. Good citizens push people to get into line first.

   Yes ( ) No ( )

3. Good citizens help others when possible.

   Yes ( ) No ( )

4. Good citizens respect the traffic signs when walking on the curb as well as driving a vehicle.

   Yes ( ) No ( )

5. Good citizens feel they can ignore fire hazard warnings.

   Yes ( ) No ( )

6. Good citizens are concerned for only their safety in their surrounding neighborhood.

   Yes ( ) No ( )

7. Good citizens ignore helping stranded motorists with car trouble on highways.

   Yes ( ) No ( )

8. Good citizens ignore school safety rules of neighborhood school.

   Yes ( ) No ( )

9. Good citizens are concerned with other's property rights and don't steal or abuse other's belongings.

   Yes ( ) No ( )

10. Good citizens stay informed on election candidates and vote in all elections.

    Yes ( ) No ( )

11. Good citizens throw trash and litter where and when they feel like it.

    Yes ( ) No ( )

Lesson Eleven

CITIZEN ME

Purpose: The students will learn the meaning of citizenship in its various aspects.

Concept: Citizenship

Time: 40-60 Minutes

Objectives:

1. The students will examine qualities which make good citizens.
2. The students will discuss their individual parts as a good citizen.
3. Students will become familiar with how loyalty to ones country is related to being a good citizen.

Activities:

1. With the sentence starter "A good citizen is....," have each student complete the sentence. Allow each student to read his completed sentence aloud. A circle seating arrangement might be advantageous.
2. Using a class secretary, write on butcher paper or the board. Form a list of qualities which make a good citizen using the students's sentences. Discuss the qualities as the list is formed and ask the class if these qualities are necessary and why. Then ask them if some of them possess any of the qualities.

   If the students omit some qualities that should be included then add them to the list. A questioning approach could be used. i.e., What about responsibility to home and property? Country? Is respect for public and private property necessary? Why? What if someone didn't respect law and authority at home, in school or in the community? What about loyalty to the country?
3. A final sentence starter, "I can demonstrate loyalty to my country by....," can be answered by the students. Emphasize during the discussion of their sentences that demonstrating loyalty to their country is a positive way to exhibit their good citizenship. Support of national holidays is one way to show loyalty. What are some others?

Evaluation: Using the sentence starter, "I can be a good citizen by ...." have the students complete it with the qualities they feel are desirable to them personally. Discuss some of their responses helping them to see that they all can demonstrate good citizenship qualities.

The following sentence endings could be used to stimulate more critical thinking.

....by taking an active part in safety patrol, student council or related school governmental bodies.

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....by voting in school elections and encouraging parents to vote in local and national ones.

....by discussing with parents and teachers those ideas which could improve home, school or community.

....by obeying and helping others to obey the laws which affect them such as:

a. bicycle traffic laws,
b. care and respect of public and private property,
c. littering laws,
d. fire safety and fire hazards.

....by demonstrating loyalty to my country.

Enrichment: Make and decorate a small yearly calendar only marking in each month the days they can demonstrate good citizenship publicly. Title it "Citizen Me" in 19__.

Some dates to include are:

January 1 - New Years Day
February 22 - George Washington's Birthday
March - Arbor Day
March (1st full week) - Texas Public School Week
May 19 - Citizenship Day
May 20 - Armed Forces Day
May 30 - Memorial Day
June 14 - Flag Day
July 4 - Independence Day
September (1st Monday) - Labor Day
October 12 - Columbus Day
November - National Elections
November 11 - Veterans Day
November (last Thursday) - Thanksgiving

Have each student choose a date on the holiday calendar and allow them to research the date and report back to the class their findings.